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Better Dental Health for Young People

Suggestions on the Teaching of Dental Health

to

Grades VII and VIII

Prepared under the direction of a Joint Committee
representing

The Ontario Department of Education

The Ontario Department of Health

and

The Dental Public Health Committee of

The Ontario Dental Association



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Historical Collection

Better Dental Health for Young People

Suggestions on the Teaching of Dental Health to Grades VII and VIII

This booklet has been prepared primarily for teachers of Grades VII and VIII. However, as it will be used by teachers of rural schools, and more particularly as no similar booklet has been prepared for use with lower grades, there has been a tendency to include some material which might be suggested more properly for Grades I to VI. Each teacher will be able to adapt the assistance given herein to the needs of his particular class.

The majority of the pupils should have established good dental health habits by the time they leave Grade VI. Accordingly, while the continuance of these habits is very important, emphasis may be placed in Grades VII and VIII upon the development of an appreciation of the reasons for good dental health habits and of an interest in dental health from the standpoint of the community.

It is expected that the chief value of the booklet will lie in the fact that it presents authentic information. While a number of typical activities and methods of presentation have been suggested, the resourceful teacher will add others of his own selection.

Teachers will not overlook the fact that Dental Health is only one phase of the whole problem of health and that the other phases should receive their due proportion of attention.

* * * *

The Joint Committee wishes to express its appreciation to a large group of teachers, inspectors, normal school masters and dentists who have co-operated in the preparation of this booklet.

A Teaching Unit on Teeth and Their Care

Objectives

1. To teach the children the function and structure of the teeth.
2. To provide the knowledge and to develop the habits necessary for the protection of their teeth.
3. To create a friendly attitude towards the dentist and to encourage the practice of visiting him regularly.
4. To create pride in the appearance of the teeth and to develop an urge for improvement.
5. To encourage co-operation between the home and the school in matters of dental health.

Motivation

In schools which have Dental Inspection the study may begin with the examination of the children's teeth by the school dentist. From a discussion of his report may arise a desire to learn more about teeth and their care.

In schools without Dental Inspection the study may begin by examining pictures of movie stars whose smiles show beautiful sets of teeth. Lead the class to discuss the care necessary to have such fine teeth and stimulate a desire on the part of each pupil to improve his own appearance through care of his own teeth.

Such questions as the following might arise from these discussions:

1. What causes teeth to decay?
2. What can we do to prevent decay?
3. Why have we different kinds of teeth?
4. What effects have bad teeth on our health?
5. What foods are good for our teeth?
6. What foods are likely to cause decay?
7. Why should we visit the dentist regularly?
8. Of what is a tooth made?
9. Why does a tooth ache?

A unit of work can be planned from a grouping and rearrangement of the children's questions. For example, questions 3 and 8 may lead to the problem of the structure and function of teeth; questions 1, 2, 4, 7 and 9 to the problem of the cause of decay and the importance of the dentist; questions 1 and 2 to the problem of the habits necessary for the protection and care of the teeth; questions 5 and 6 to the problem of proper diet for healthy teeth.

PROBLEM I.—WHY ARE SOME TEETH SHAPED DIFFERENTLY FROM OTHERS?

The Kinds and Purposes of Teeth

Teaching Procedure

List on the blackboard the pupils' suggestions regarding the uses of their teeth. (chewing, biting).

- T. Which teeth do we use for biting?
- P. The front teeth.
- T. How are they fitted for this?
- P. They are hard and sharp.
- T. The name given to these teeth is **incisors** (8). It comes from a Latin word which means to cut. What other common word comes from the same root?
- P. Scissors.
- T. This may help you to remember the name of your biting teeth which cut your food in almost the same way as scissors cut paper. What teeth do you use for chewing?
- P. Our back teeth.
- T. What shape are they?
- P. Hard and flat with ridges on the chewing surface.
- T. They are hard and flat and have ridges to grind up the food. The name is **molars** (12) (*mola* - mill; *molere* - to grind).

Similarly develop the name **cuspids** (4) or **canines** (purpose - tearing or shredding); **bicuspid**s (8) or **pre-molars** (compare in structure with **cuspids**). See Diagram 2, page 6.

Tell the pupils that there are other uses of teeth. Have them make these sounds: v, b, th, t, m, f, sh, d, n, s. In which cases are the teeth used in making the sound? Call attention to the difficulty a child has in making these sounds when he has lost some front teeth. Speakers and singers take great care of their teeth, for they realize that their speaking and singing will be less pleasing should they lose their teeth.

By use of pictures and discussion help the class to appreciate the effect that loss of teeth has on appearance (sunken cheeks, lips in, etc.)

List on the blackboard the four uses of teeth — biting, chewing, speaking clearly, looking one's best.

PROBLEM II.—WHY DO WE HAVE TWO SETS OF TEETH?

1. The Foundation Teeth

Teaching Procedure

- (a) Discuss with the class the need for the first set of teeth.

A child needs teeth in order to bite and chew his food. The front teeth that first appear in the baby's mouth are followed by others until he has 20 teeth altogether — 10 teeth in the upper and 10 in the lower jaw. It will be found that these 20 teeth are usually all in their proper places by the time the baby is from two to two and one-half years old.

An examination of Diagram 1 will show that the teeth appear in accordance with the child's need — for example, the incisors are sufficient for cutting and grinding the child's earliest food (vegetables, fibres and grains). Later, as his diet includes more solid food, the molars appear.

(b) Tell the pupils that there are several names for the first set of teeth — baby, temporary, milk, deciduous and foundation. Discuss the appropriateness of each name.

The latest and most scientific name is "foundation teeth". Why is it the best? They lay the foundation for the permanent teeth as space-retainers and guides. If they remain in the mouth until their successors are ready to replace them, they will do much to ensure straight and even permanent teeth.

(c) Review the importance of these first, or foundation teeth by questions such as —

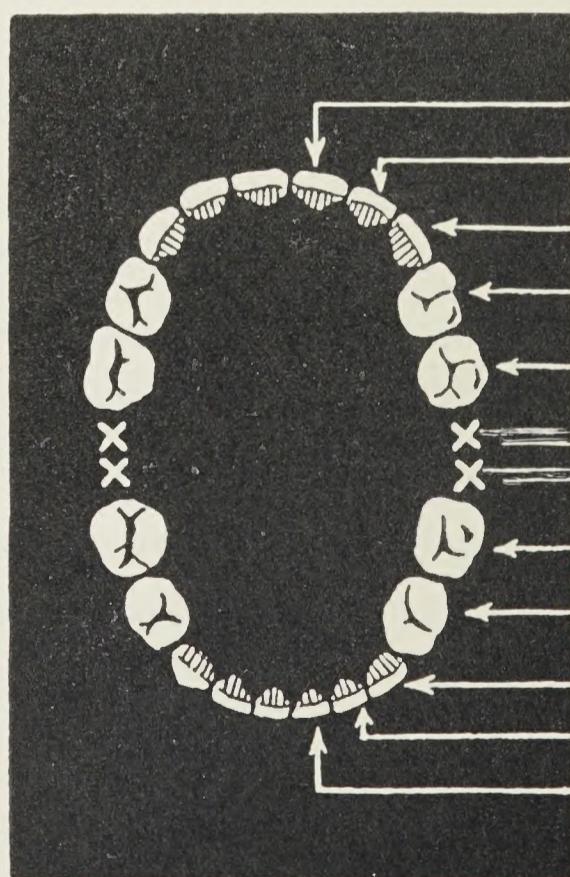
(i) Why should we take special care of these foundation teeth?

The foundation teeth guide the permanent teeth, which grow up beneath them, and so avoid crowded or crooked teeth.

The child needs them to chew his food until he is ten years of age.

Teeth are needed for good speaking and singing. When the child is learning to talk this is of great importance.

When they come in
6- 8 months
8-10 months
16-20 months
10-16 months
20-30 months



When they are lost
Central Incisor 6- 8 years
Lateral Incisor 7- 9 years
Cuspid 9-13 years
First Molar } 8-12 years
Second Molar }
Space for first molars of second set
Second Molar
First Molar
Cuspid
Lateral Incisor
Central Incisor

Diagram 1
The Foundation Teeth

(ii) Is the dentist's care necessary for the foundation teeth?

The dentist's care is just as necessary for foundation teeth as for permanent teeth. They must be in good health for biting and chewing. Decaying foundation teeth may ache just as decayed permanent teeth may. Extensive decay in the first teeth causes (1) death of nerves, (2) abscesses which interfere with absorption of roots and with proper growth of permanent teeth. Also they may send infection into the blood stream, causing a lowered resistance to illness. Broken-down, unsightly or stained teeth do not contribute to the appearance or to the emotional health of the child. Early and continuous care of the foundation teeth lays the basis for preventive and remedial work throughout life.

Note that it may be necessary to leave some of this discussion until after the permanent teeth have been studied.

(iii) How does Nature provide for the "falling out" of the foundation teeth?

When the permanent teeth start to come through the gums the roots of the foundation teeth are absorbed. That is why a "baby" tooth when loose enough to be taken out by the child himself, shows no root. It suggests another reason why foundation teeth should not be allowed to become decayed or infected.

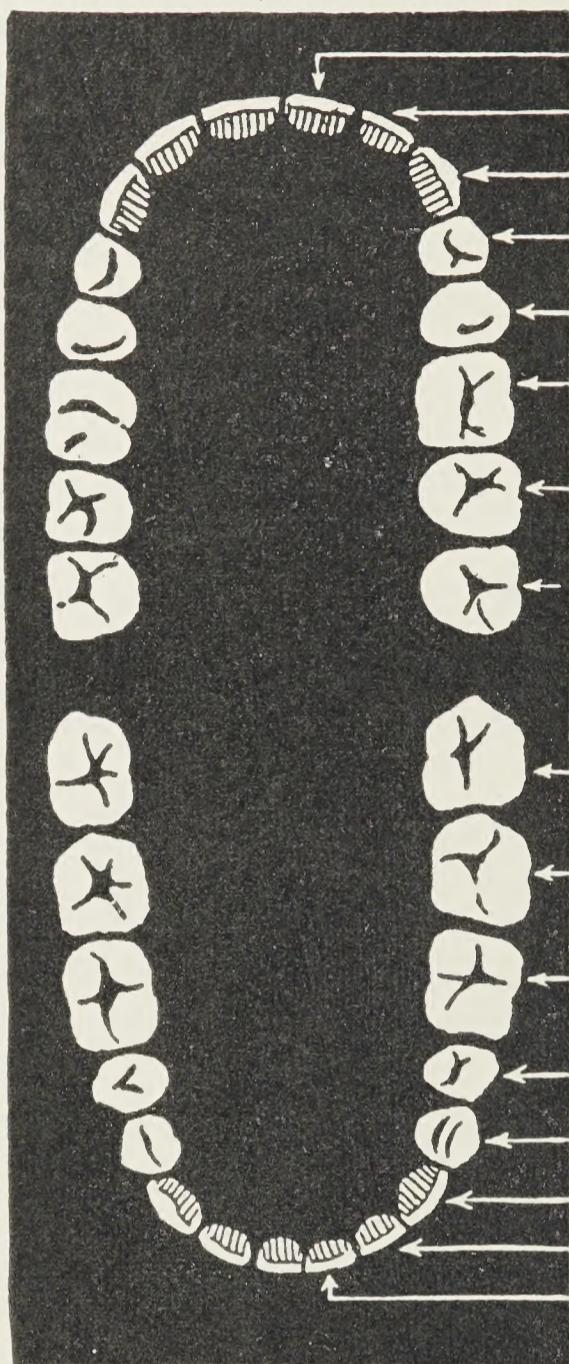
(iv) How many foundation teeth have you in your mouth now?
How many second teeth?

Use your own pocket mirror to identify each tooth, marking it in a drawing or chart of your (a) upper jaw, (b) lower jaw.

(d) The teacher will realize that pupils of Grades VII and VIII have probably lost interest in their own foundation teeth. However, the presence of babies or young children in some of the homes, or possibly the effects of improper care of their own foundation teeth will provide sufficient motivation.

Pupils who have younger brothers and sisters should be encouraged to discuss the care of foundation teeth with their parents.

2. The Permanent Teeth



- Central Incisor
- Lateral Incisor
- Cuspid
- First Bicuspid
- Second Bicuspid
- First Permanent Molar (5 to 7 years of age)
- Second Molar (12 to 14 years of age)
- Third Molar (14 to 25 years of age)
(Wisdom tooth)
- Third Molar (14 to 25 years of age)
(Wisdom tooth)
- Second Molar (12 to 14 years of age)
- First Permanent Molar (5 to 7 years of age)
- Second Bicuspid
- First Bicuspid
- Cuspid
- Lateral Incisor
- Central Incisor

Diagram 2
The Second Teeth

Teaching Procedure

Draw attention to the first of these teeth to appear, usually called the six-year molars. Note that these teeth are marked X on Diagram 1. They erupt behind the foundation teeth and appear before any of the foundation teeth are normally shed at the age of $5\frac{1}{2}$ to $6\frac{1}{2}$ years.

These six-year molars are the most important of the permanent teeth. They have more effect than any others in the proper guiding into place of the remaining permanent teeth. Indeed, these six-year molars are the keystone of the dental arch.

Parents often mistake these six-year molars for foundation teeth and allow them to decay, with serious results to the general health of the child and the future development of his teeth. They should be reminded, through the pupils, that the foundation teeth have usually all appeared at the age of from two to two and one-half years.

Activities

1. Discussion. A man can tell the age of a horse by looking at its teeth. Can a dentist tell your age by looking at your teeth? What other information about you can a dentist secure by looking at your teeth?
2. If the pupils have not already started to keep some type of written record, they should do so at this time. The teacher who is anxious to secure the interest and cooperation of the parents will be especially careful to see that the written record, whatever its form, contains the information which parents and children should have, and also that diagrams and spelling are correct.

PROBLEM III.—OF WHAT IS A TOOTH MADE?

1. The Structure of a Single Tooth

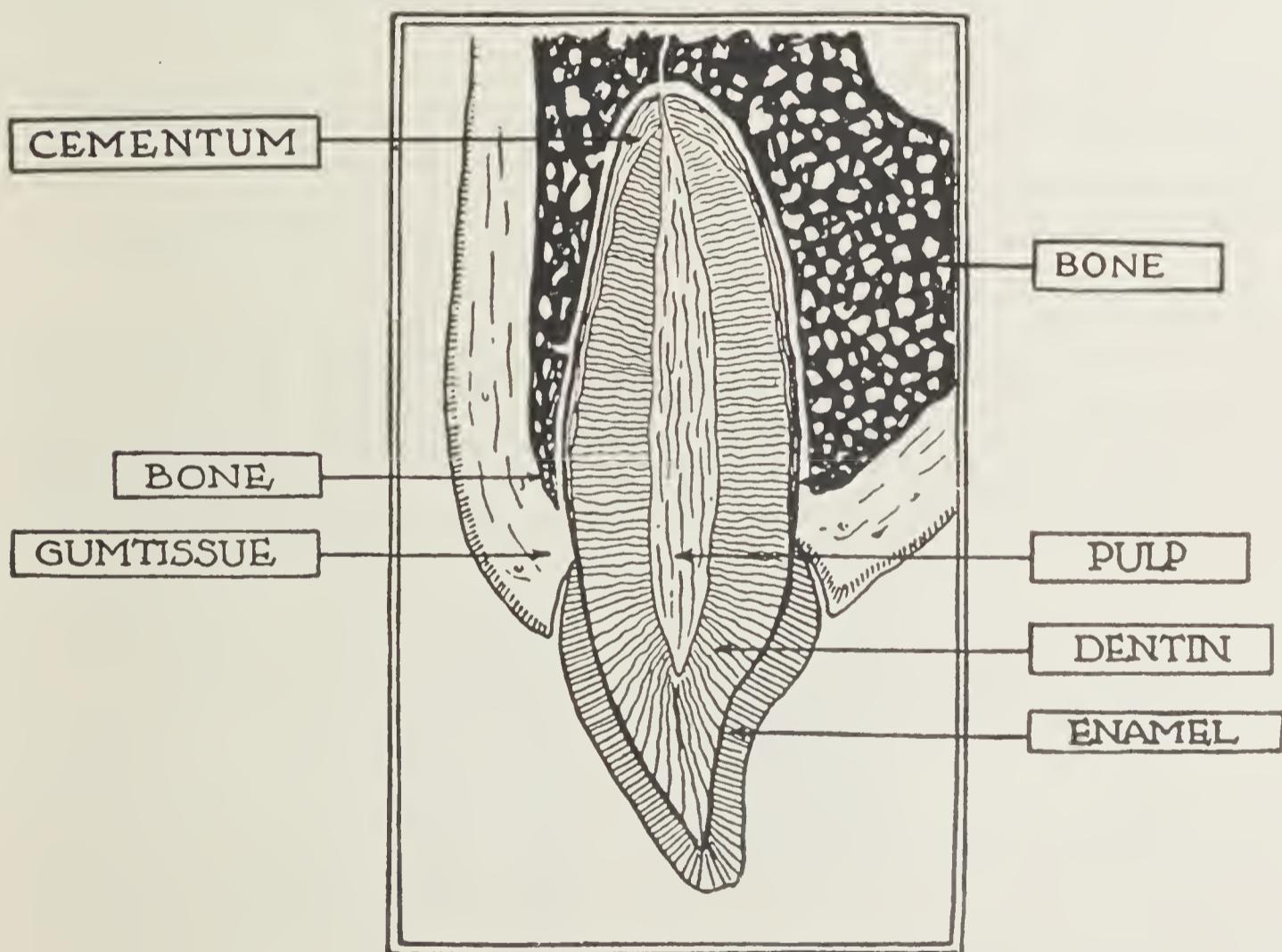


Diagram 3
The Structure of a Human Tooth

Teaching Procedure

Pupils will be able to bring to the class teeth secured from a dentist or possibly the teeth of animals.

The parts of a tooth are as follows:

- (1) Crown, covered with **enamel** under which is the **dentine**. The **pulp chamber** is the hollow centre of the crown, containing

nerves, veins and arteries. The enamel is the hardest tissue of the body. The study of the structure of the tooth might be made more interesting by comparing the enamel with the glazing on china and the dentine with the porous substance beneath.

- (2) Root, covered with **cementum** under which is dentine. In the centre is a hollow tube extending from the pulp centre of the crown to the top of the root.
- (3) Neck or cervix, joining crown and root. In the jaw-bone are sockets into which the roots of the teeth are fixed.

Activities

1. Suggested reading regarding the adaptations of the teeth of various animals to the food that they require.
2. The teacher may find it helpful to make use of one or more types of objective tests when reviewing the information given under this topic.

PROBLEM IV:— WHAT CAUSES DECAY OF OUR TEETH?

Teaching Procedure

Through discussion, the following points may be developed:

(1) Dental caries

Tooth decay (dental caries) is a disease of the enamel and dentine of the teeth, which causes destruction of these so that cavities appear in the teeth. The dentine is affected more than the enamel because it is porous. A small cavity in the enamel may mean serious decay in the dentine. Dentists believe that no cavity is so small that it should not be filled.

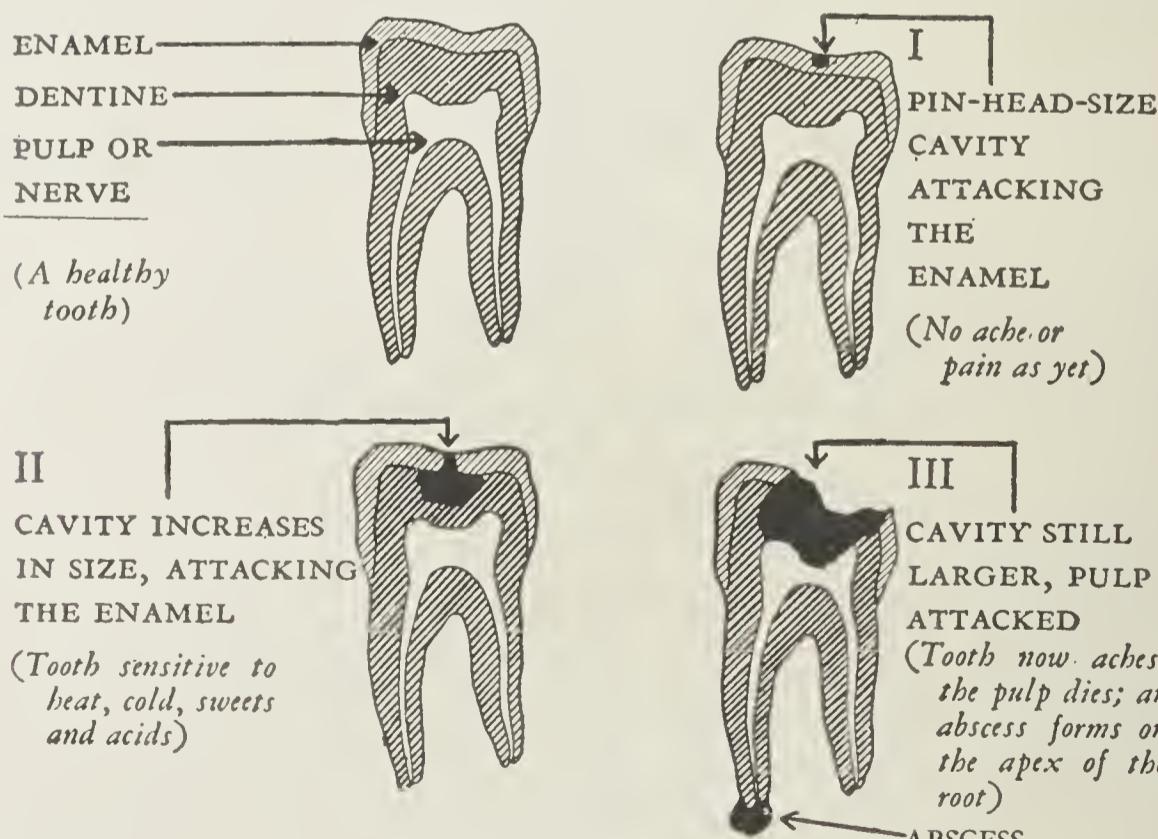


Diagram 4
Stages of Decay in Teeth

(2) Causes of Decay

A study of Diagram 4 will give an explanation of the stages of decay.

Scientists are not agreed regarding the real cause of decay. The three theories which are most widely accepted by leading dentists are:

- (a) Lack of proper nutrition may cause decay. Excessive use of sweet foods predisposes to dental caries. Correlation with Home Economics will be helpful here.
- (b) Bacteria present in the mouth act upon sugar in such a way as to form lactic acid. A cavity is formed by this acid attacking the enamel and then invading the dentine.
- (c) Defects may be present in the enamel, so small that a dentist can detect them only by use of the X-ray. Such defects may allow the bacteria to enter the tooth structure.

(3) Results of Decay

- (a) Tooth-ache. An explanation is included in the remarks on Diagram 4.
- (b) Loss of one or more teeth.
- (c) Faulty mastication.
- (d) Unfavourable effect on health.
- (e) Ill-smelling breath.
- (f) Poor appearance.

(4) How Decay may be Checked

- (a) By eating foods which help to build strong teeth and avoiding too much highly-sweetened food and candy.
- (b) By maintaining good general health.
- (c) By the regular habit of brushing the teeth in the morning and the last thing at night.
- (d) By visiting the dentist regularly to discover defects early.
- (e) By refraining from biting hard substances.

(5) How to keep the Gums Healthy

- (a) When brushing the teeth, massage the gums gently with the brush.
- (b) Eat the correct foods and masticate them thoroughly. Include some coarse foods, such as celery, apples and raw carrots, which provide natural massage and exercise for the gums.

PROBLEM V.—HOW SHOULD WE CARE FOR OUR TEETH?

1. The Pupil's Part

Teaching Procedure

Through discussion, a blackboard summary might be developed, including several of the points discussed under Problem IV. In addition, pupils should be warned of the bad effects of thumb-sucking and of similar habits upon jaw formation and arrangement of teeth.

Discuss the use and care of the tooth brush.

The Tooth Brush

The tooth brush (not more than one inch long), should be small enough to fit between the teeth and the cheek, stiff enough to remove all remaining bits of food, with separated bristles so that it can be kept clean.

The tooth brush should have careful attention. Wash it often when cleaning the teeth. Wash it thoroughly after using it. Hang it up to dry. Occasionally put it in the sun.

Many people use a tooth brush too long. When the bristles become soft, discard it.

Activities

1. Suggest inexpensive home-made tooth powder: 2 parts salt, 1 part baking soda. One teaspoon of this mixture in a glass of water makes a good mouth wash.
2. Have the pupils prepare a display of toothbrush, dental floss, wooden tooth-pick, mouth wash and pupil's own dentifrice.
3. Have children make posters warning against the dangers of cracking nuts, biting thread, etc., with teeth.
4. Encourage the pupils to keep individual records of the care of their teeth for one or more weeks at a time, particularly if the class as a whole has not established good dental health habits.

These records might well form part of the records of general health habits kept from time to time. The co-operation of the parents should be sought.

It should be kept in mind that the keeping of such records is valuable only if good habits have not already been established. Under the most favourable conditions, only two or three pupils in a Grade VII or VIII class may require attention so far as dental health habits are concerned.

Some authorities believe that pupils of this age should not be required to keep records of health habits as a class project, but rather that this should be a matter of private discussion where it is found to be necessary.

2. The Dentist's Part

Where there is a school dentist, he, the school nurse and the teacher have an excellent opportunity to lead the pupils to look upon the dentist as a friendly health adviser. The teachers and the pupils should invite the school dentist to visit the class. If there is no school dentist, the local dental society will be glad to co-operate. The dentist would probably be willing to show his instruments, the use of plastic materials, and x-ray pictures.

Through discussion or questioning develop the following points under the headings:

(a) What the dentist does for us

- (1) He examines our mouths for the presence of disease of our teeth and advises remedial or preventive measures. Sometimes he finds it necessary to take x-ray pictures.
- (2) He may find small defects in the enamel of our teeth and place small fillings in them, thus preventing large cavities.
- (3) He removes teeth that are neglected or diseased, if it is too late to fill the cavities.
- (4) He straightens teeth that are irregular.
- (5) He cleans our teeth, removing deposits (tartar) that the tooth brush does not.
- (6) He advises regarding control of dental disease.

(b) When to Visit the Dentist

- (1) We should visit the dentist regularly to have our teeth examined for possible new defects.
- (2) We should pay a visit to the dentist whenever anything goes wrong with a tooth even if we have been there recently.

Activities

1. Discussion: How may dental care be provided?

Findings

- (a) By the family dentist.
- (b) By School Dental Services as arranged by the school trustees or the local Board of Health.

Where there is a school dentist, the teacher will have an opportunity to discuss with each pupil the record of his dental examination. He will also have an opportunity to co-operate with the school nurse in urging that the parent have the necessary work done.

Where there is no school dentist, teacher and pupils might arrange to bring to the attention of parents and trustees the

details of the plan whereby assistance in the form of grants may be secured from the Ontario Department of Health.

- (c) By the provision of health services as suggested in schemes for health insurance.
2. The writing of a play: "A Visit to the Dentist"

Characters: The Dentist, Children:— (1) One on routine visit, (2) One with small cavity, (3) One with toothache, (4) Others, as desired.

PROBLEM VI.—WHAT IS THE PROPER DIET TO BUILD HEALTHY TEETH?

Teaching Procedure

(a) Have the class discuss the importance of food in building strong, healthy teeth. Comment that three vitamins (A, C and D) and two minerals (calcium and phosphorus) are especially necessary in building and nourishing teeth.

(b) Questions such as:

1. From which foods do we get Vitamin A? Vitamin C? Vitamin D?
2. What important foods provide calcium?
3. Why does the egg claim an important place in a good diet?
4. Why may cod liver oil be omitted from the diet in summer?

(c) Primitive man had good teeth and healthy gums. Gnawing on bones and chewing coarse foods provided exercise for his gums and polished his teeth, while certain fibres acted as little brushes.

Similarly, the Eskimos had good teeth as long as they kept to their coarse native foods. Soon after they started to add to their diet the white flour, sugar, molasses and candy from the trading post of the white man, however, they began to suffer from dental caries.

Let us not forget to include coarse hard food in our diet. We shall find, like primitive man, that such foods help us to keep our teeth healthy.

Danger! Beware!

1. Candy:— Informal discussion or debate on the question: "Must we eat no candy?"

Findings:— (i) If used in moderation, candy has no bad effect upon the teeth provided that the patient has a high resistance to dental decay.

(ii) The best time to eat it is after a meal.

(iii) Sugar does not contain the things needed to make good bones and teeth.

- (iv) Too much sugar interferes with digestion; good digestion and good teeth go together.
- (v) It is the influence of the continued presence of sugar on the tooth surface itself that leads to dental caries, rather than that of the sugar which is digested and taken into the system.

Substitutes for candy: The pupils might begin a list such as apples, bananas, dates, cherries, adding to it as the study progresses.

2. Gum:— Discuss claims made by radio broadcasts and other advertisements:— (i) Whitens teeth, (ii) exercises teeth.

The value of chewing gum as a dental aid has not been scientifically established. However, since chewing gum contains a certain percentage of sugar, the information given about sugar applies to some extent.

Activities

1. List the foods that are best sources of calcium, phosphorus, vitamins A, C, and D.
2. Keep a record of the food eaten during a day or a week with special attention to the needs of the teeth. This provides a basis for securing the co-operation of the parents. It might be carried on in conjunction with Home Economics. This study would be more extensive than the planning of a model school lunch, probably done in Grade VI.

SUGGESTED CULMINATING ACTIVITIES

1. Radio Broadcasts.

- (a) "Information Please"

A few days before the broadcast, choose from the pupils a Master of Ceremonies and two or three "experts". The rest of the pupils furnish written questions with answers.

- (b) "A Pep Talk" on "Care of Teeth" by Dr. Strongtooth, alias John Smith, Grade 7.

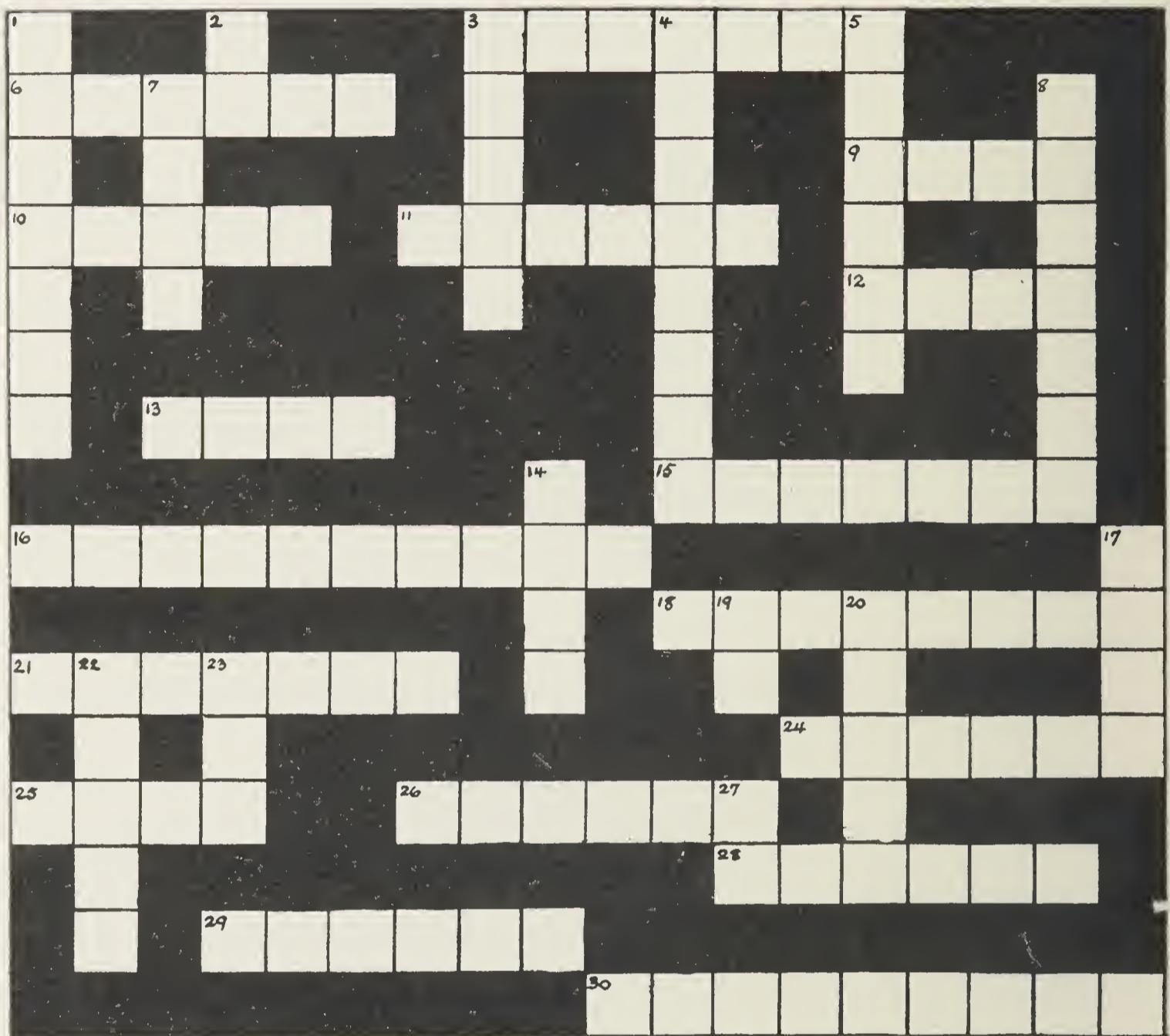
- (c) Other topics: "A Lost Tooth is a Lost Friend"; "Prevention of Decay is Better than Cure"; "Pain, a Danger Signal".

- (d) Movie Star answers the question of her fans: "To what do you attribute your beautiful teeth?"

2. Dental Booklet.

This would be a class project, with different groups responsible for the various chapters. It would not take the place of the individual written record which each pupil should prepare for his own use.

3. Crossword Puzzle.

**Across:**

3. A mineral found in both milk and building stone.
6. A material often used in brooches and always in teeth.
9. We don't want to —— our permanent teeth.
10. Shown in our smile (jumbled word).
11. A bad thing to attack our teeth.
12. Every tooth has at least one, though you can't see it.
13. This affects both our stomachs and our teeth.
15. Our gums need this every day.
16. This is found in both matches and eggs.
18. Little demons that attack our teeth.

21. Often found on the root of a bad tooth.
24. The most important time to brush our teeth (pl.).
25. The dentist doesn't always.
26. Good ones help to make good teeth.
28. The number of deciduous teeth.
29. A shrew and a substance which collects on teeth.
30. The number of permanent teeth.

Down:

1. A friend in need.
2. Time for our tooth brush (abbreviation).
3. Our motto is —— teeth.
4. This sounds like a pavement. It is a covering for one part of a tooth.

- 5. Food is ground by these.
- 7. Not as common a trouble as in our grandmother's day.
- 8. I wonder if the word "dentist" came from this part of a tooth.
- 14. Not to chew, but important to teeth.
- 17. What the school boy says his teacher often does is where our teeth belong.
- 19. Seen in all newspapers, but it is better not to believe every one (abbrev.).
- 20. How often we should brush our teeth every day.
- 22. Every child needs one of his own.
- 23. Babies are said to do this, when their teeth come through.
- 27. An abbreviation for a very good person and a highway.

SOLUTION OF CROSSWORD PUZZLE
(page 18)

ADDITIONAL FACTS FOR TEACHERS

1. Theories re Cause of Decay

In 1835 it was shown that decay started on the surface of the tooth; in 1867 experts began to suspect that bacteria were the cause of the trouble.

Scientists are not agreed today as to the real cause of dental caries. Below are the three theories most widely accepted by leading dentists. Two of these theories deal with food.

The first of these is that a diet lacking in proper nutrition causes faulty and weak tooth structure, which soon breaks down and becomes decayed. Much modern research work points to the fact that certain vitamins are essential for normal tooth growth. It has been proved to the satisfaction of many that these same vitamins play a definite role in the prevention of dental caries.

The second theory related to food is that sweet foods and confections are especially conducive to decay. Foods apt to wedge between the teeth and into crevices form a splendid breeding ground for bacteria. These bacteria convert the food into lactic acid, which first causes dissolution of the enamel and then enters the dentine. This theory is known as Miller's Theory.

The third theory is that decay originates in small defects in the enamel which only a dentist with his mouth mirror and explorer can detect. This theory may be taken in conjunction with Miller's Theory. These small apertures offer entrance to the inside of the tooth. Here lactic acid forms, which breaks down the teeth.

2. The Value of the Dental X-Ray

The X-Ray picture shows such serious troubles as abscessed and impacted teeth. But the X-Ray also reveals the very beginning of decay between teeth, when it could not be detected by the dentist's instruments. This is especially important during childhood and adolescence, for at these periods there is an increased susceptibility to dental caries.

3. Diet

Calcium and phosphorus and vitamins A, C and D are essentials for hard, strong teeth.

Scientific study of the relation of food to teeth has shown that our daily diet should include the following foods:—

- 1 quart milk
- 1 serving of meat or fish
- 1 egg
- 1 orange or tomato (canned tomatoes and tomato juice)
- 1 additional fruit
- 2 or 3 vegetables (1 leafy)

Whole grained breads and cereals; cod liver oil in winter.

Sunshine is a source of vitamin D.

Lack of vitamin C is a cause of hemorrhages around the teeth; lack of vitamin D is a cause of defective teeth.

4. What facts should the teacher emphasize about dental health?

It is generally agreed by competent authorities that dental health can be accomplished by the ten activities listed below:

- (1) The consumption of an adequate diet to promote normal growth and development; sugars kept low to help control dental decay.
- (2) An early visit to the dentist at two and a half or three years.
- (3) Periodic visits to the dentist thereafter as he advises.
- (4) All cavities filled when small. (X-ray films will help to find them early).
- (5) Unless they can be treated successfully and filled, infected teeth should be removed from the mouth. In the case of children, the resulting gaps should be fitted with bars to retain the space, if all second teeth have not come through. In adults' mouths the spaces should be taken care of by correctly fitted dentures.
- (6) Adequate care for the foundation teeth until the child is 11 or 12 years old.
- (7) Regular and proper use of the toothbrush.
- (8) Use of safe dentifrices or dental preparations.
- (9) Avoidance of mouth habits which cause irregular teeth.
- (10) Each child educated to look upon the dentist as a friendly health counsellor, since fear of the dentist hinders much of the needed repair of the teeth.

REFERENCES

Health, A Handbook of Suggestions for Teachers (Ontario Department of Education) The Ryerson Press. A copy of this book was placed in each elementary school classroom in 1938.

What You Can Do To Give Your Children Good Teeth, a pamphlet giving information on government assistance to School Dental Services. Distributed to rural schools by the Ontario Department of Health.

Mouth Hygiene, a sixteen page booklet, for teachers' use, prepared by the Canadian Dental Hygiene Council.

The following may be secured in limited quantities from The Canadian Dental Hygiene Council, 312 Medical Arts Bldg., 170 St. George Street, Toronto:

Champions, The Story of Peter O'Brien.

If I Were You.

Make Way for Even Teeth.

A chart showing tooth structure and progress of dental caries. Free copies limited; quantities 16 cents each.

* * *

From Department of Pensions and National Health, Ottawa, Canada:

How to Build Sound Teeth, a small booklet primarily for parents. Single copies available for teachers.

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In some dentists' offices there may be copies of Visual Education in Dentistry, published by Dental Digest Inc., 1005 Liberty Avenue, Pittsburgh, Penn.

Teeth Health and Appearance, published by American Dental Association.

Your Child's Teeth, published by American Dental Association.

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Information regarding films and slides which are available for school use may be secured from The Visual Education Branch, Department of Education, Parliament Buildings, Toronto.

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For further information teachers may write to the Dental Public Health Committee of the Ontario Dental Association, 86 Bloor Street West, Toronto.

SOLUTION TO THE CROSSWORD PUZZLE FOUND ON PAGE 14

